


Ch. 15 Smartboard lessons.notebook

Day 6

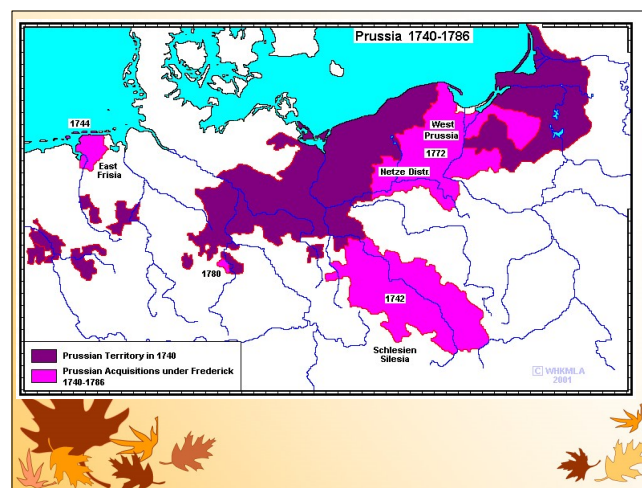
AP European History

Entrance task: Explain the following:
Serfdom in Western Europe Serfdom in Eastern Europe



Today: Absolutism in Prussia & Austria

Homework - Ch. 15-4



Frederick William - r. 1640-1688
The Great Elector



Frederick I - r. 1688-1713 -
King of Prussia
The Ostentatious



6:09 video

Maria Theresa, (1745-1780)




- Held numerous titles after the death of her father Charles VI up to and including Holy Roman Empress, Archduchess of Austria, Queen of Bohemia, Croatia, Saxony and other countries
- Her reign was repudiated by other countries including France which led to the War of Austrian Succession
- Had sixteen children including Marie Antoinette

War of Austrian Succession

- Upon acceding to the throne, Maria Theresa would be attacked by Frederick the Great
- Frederick would be joined by other countries, including France, in his attempt to remove Maria Theresa from power and claim portions of Austria
- Maria Theresa would ask Hungary for assistance and would manage to only lose Silesia to Prussia via the Treaty of Aix-La Chapelle

Frederick William I (1713-1740)



The Soldier's King

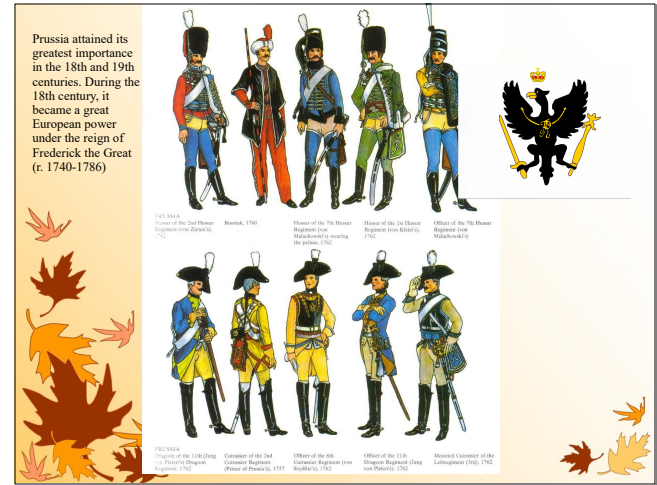
- Believed that the military was the most important aspect of Prussia that needed to be built up
- Would form alliances with other countries to prevent using his own troops
- Managed to avoid being involved in any wars and left a surplus of money in the treasury upon his death.

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Frederick II "the Great" (1740-1786)



- Was considered an enlightened despot
- Oversaw the largest growth of power in Prussia
- Was responsible for acquiring Silesia from Austria and Maria Theresa
- Oversaw the First Partition of Poland along with Maria Theresa and Catherine the Great



The War of Austrian Succession



AP European History

Homework - Ch 15-4 Russia

Absolutism in Russia

Day 7



Peter the Great
24 minute video

Entrance task: Think – what have you done well in this class this quarter? What changes might you make?

Today's topic: Peter the Great and absolutism in Russia

"I am a pupil and need to be taught."

Homework – Quiz tomorrow

Absolutism in Russia

Day 8



Peter the Great

Entrance task: Think – in what ways did Peter the Great reflect the traits of an absolute monarch?

Today's topic: Peter the Great and absolutism in Russia

Homework – Ch. 15-5 Finish for Friday

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Info from readings

- What did Peter do for Russia?
- How did he rule?
- Major accomplishments?
- Methods of modernization
- Failures?



EVENTS OF HIS REIGN & EXAMPLES OF ABSOLUTE RULE

CONDITION OF RUSSIA WHEN HE BECAME RULER

- Forced nobles to shave beards and give up backward customs
- Used forced labor to build St. Petersburg
- Put the church under his control
- Built a strong navy

REFORMS



Peter the Great
1672-1725
r. 1696-1725

- Modernized Russia
- Introduced western technology and customs
- Hired engineers, ship builders, teachers to westernize Russia
- Simplified Russian alphabet
- Acquired a "window to the west" on the Baltic and a warm water port at St. Petersburg
- Introduced the potato to Russia
- Raised the status of women



Russia under Peter the Great



Homework – Ch. 15-5 Finish for Friday



Peter the Great

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Day 9

AP European History

Entrance task: Find a seat and relax

Today: Constitutionalism in England

Homework - Reading on English Bill of Rights

Constitutionalism

a form of government in which power is limited by law and balanced between the authority and power of the government and the rights and liberties of subjects or citizens

Elizabeth I Last Tudor monarch Court of the Star Chamber 	James I 1603-1625 Wanted abs. monarchy Strong Anglican supporter 	Charles I 1625-1649 Wanted absolute rule Struggled with Parliament <i>Petition of right</i> No taxes w/o parliament No housing soldiers in homes No military law in time of peace 	English Civil War 1643-1649 Charles I beheaded 	The Protectorate of Oliver Cromwell 1649-1660 Military dictator <i>New Model Army</i> 
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Triennial Act
1629-1640 Parliament was not called, illegal taxes, married a Catholic, angered Scots over religious rulings, called P. when he needed \$\$ to put down rebellion in Scotland


Cavaliers v Roundheads

"Rump Parliament" - remaining members (opposed the king) tried and convicted Chas I for treason. Executed





Long Parliament 1640-1660
- made gov. without P. impossible by limiting power of monarch

"There are no privileges ... which can stand against a divinely appointed King"

Life under Cromwell



- * military dictatorship
- * **Instrument of Government 1663**
- * banned Catholicism in Ireland, the beginning of a long hatred between Ireland and England
- * strict Puritanical rule
- * mercantilism - Navigation Acts
- * welcomed Jewish immigrants

Parliament invites the monarchy to return 	The Restoration Charles II 1660-1685 Cooperated with Parliament Relaxed Puritanism 	James II 1685-1688 Catholic heir Fled France 	Glorious Revolution Bloodless, Parliament invited William II and Mary II to rule 	William II and Mary II <ul style="list-style-type: none">▪ Ruler of Holland▪ Mary, daughter of James II▪ Accepted Bill of Rights▪ Couldn't tax without consent▪ Parliament must meet every three years▪ Freedom of speech in Parliament
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Test Act 1673
Only C. of E. members could vote or hold office, preach, teach

Violated Test Act, supported Catholicism, religious freedom to win support

Not entirely bloodless. Ended the concept of divine right in England

AP European History

Homework - Reading - *English Bill of Rights* p. 25-27 in *Sources* book

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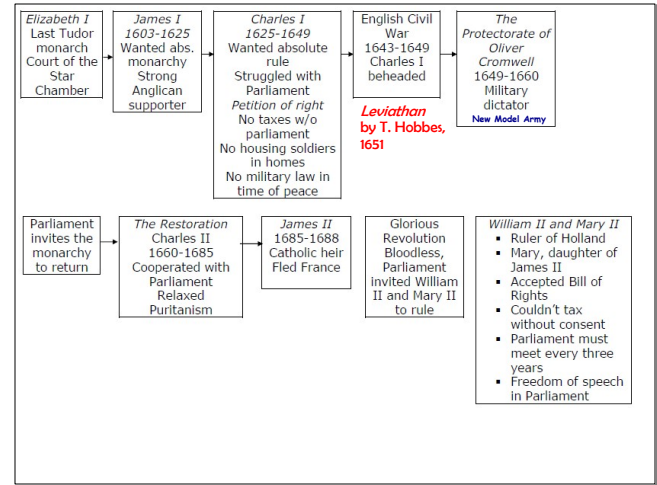
Day 10

AP European History

Entrance task: Tough week . . . relax

Today: Constitutionalism in England

Homework - Review Ch. 15



Leviathan

By Thomas Hobbes

- * Written during the English Civil War and published in 1651
- * Viewed with the same historical significance as *The Prince*



Non est potestas Super Terram quae Comparetur ei. Job. 41 . 24

There is no power on earth to be compared to him.
Job 41:24

Earthly power	Power of the Church
Castle	Church
Crown	Mitre (bishop's hat)
Cannon	Excommunication
Weapons	Logic
Battlefield	Religious courts

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The Sovereign holds symbols of both the state and church and his body is comprised of the people, representing the state.

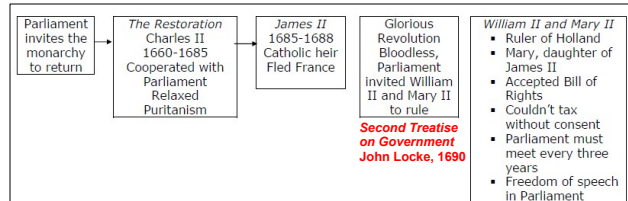


Main points of *Leviathan*

- * Life without government would be chaos
- * People should enter into a *social contract* with a leader who will provide order
- * The contract is permanent - once a leader is given absolute power, that contract cannot be broken.
- * He supports an **ABSOLUTE MONARCHY**

John Locke -

- * **Second Treatise of Civil Government (1690)**
- * Believed that government was a contract between the ruled and the ruler
- * Power to govern came from the consent of the people
- * Ruler must protect the *natural rights* (life, liberty, property) of the people
- * If and when the gov. fails to do this, it should be overthrown.
- * He supports a **DEMOCRATIC GOVERNMENT**



English Bill of Rights

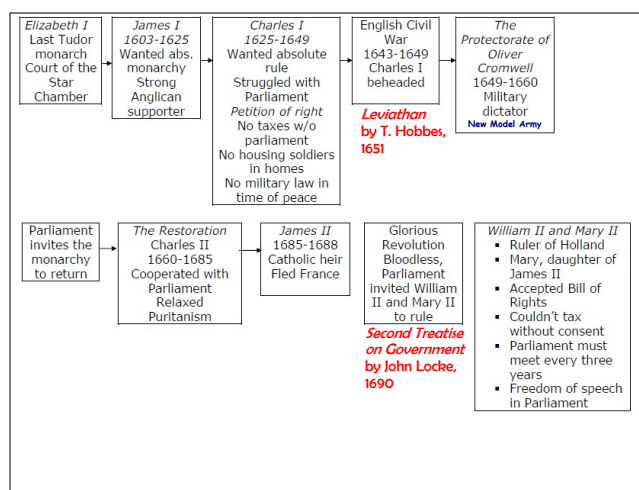
And whereas the said late King *James* the Second having abdicated the government, and the throne being thereby vacant ... the said lords spiritual and temporal, and commons ... do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties, declare;

1. That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of parliament, is illegal.
2. That the pretended power of dispensing with laws, or the execution of laws, by regal authority, as it hath been assumed and exercised of late, is illegal.
3. That the commission for erecting the late court of commissioners for ecclesiastical causes, and all other commissions and courts of like nature are illegal and pernicious.

4. That levying money for or to the use of the crown, by pretense of prerogative, without grant of parliament, for longer time, or in other manner than the same is or shall be granted, is illegal.
5. That it is the right of the subjects to petition the King, and all commitments [sic] and prosecutions for such petitioning are illegal.
6. That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of parliament, is against law.
7. That the subjects which are Protestants, may have arms for their defense suitable to their conditions, and as allowed by law.
8. That election of members of parliament ought to be free.

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9. That the freedom of speech, and debates or proceedings in parliament, ought not to be impeached or questioned in any court or place out of parliament.
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
11. That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders.
12. That all grants and promises of fines and forfeitures of particular persons before conviction, are illegal and void.
13. And that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, parliaments ought to be held frequently.



AP European History

Homework - Review Ch. 15



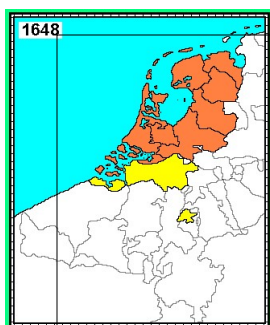
Day 11

AP European History

Today: The Dutch Republic

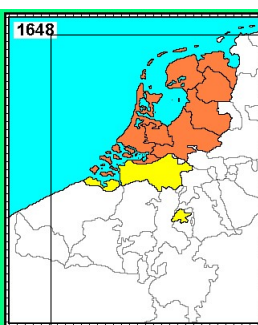
Homework: Review Ch. 15

Test on Wednesday



17th c. Dutch Republic

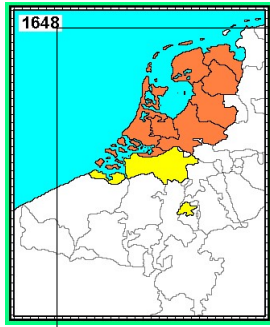
- * Seven provinces (the Netherlands) were governed by assemblies of wealthy merchants (Estates)
- * States General - a federal assembly ran foreign policy, appointed a rep (stadholder) in each province.



17th c. Dutch Republic

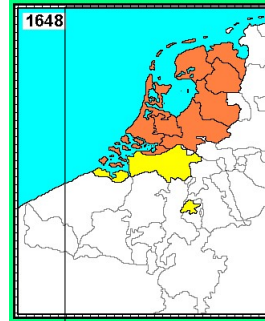
What was life like in the Dutch Republic? Why?

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17th c. Dutch Republic

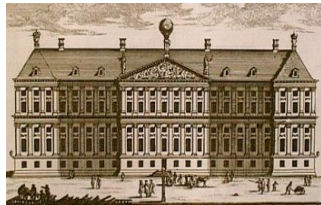
Why were the Dutch so prosperous?



17th c. Dutch Republic

- * Calvinism
- * Commercially successful with more than half ships in Europe & highest standard of living in Europe
- * Practiced religious toleration

The government of the United Provinces was decentralized. Each province controlled its own internal affairs. Within each province the towns were also largely self-governing. Only foreign policy, the army and some religious matters were controlled by the provinces jointly.



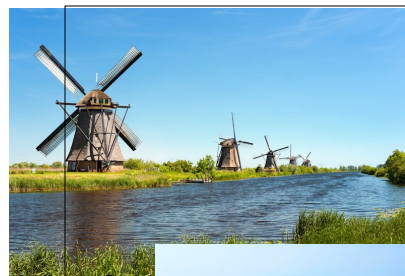
Amsterdam was the richest town in Holland and played a dominant role in the State.

Each province also appointed a stadholder - a lieutenant to supervise public order and justice. Most came from the House of Orange.

The States-General met four times a year and was the institution to which each province sent its representatives to decide on common policy. Each province had to consent if the States General's decision was to bind it.



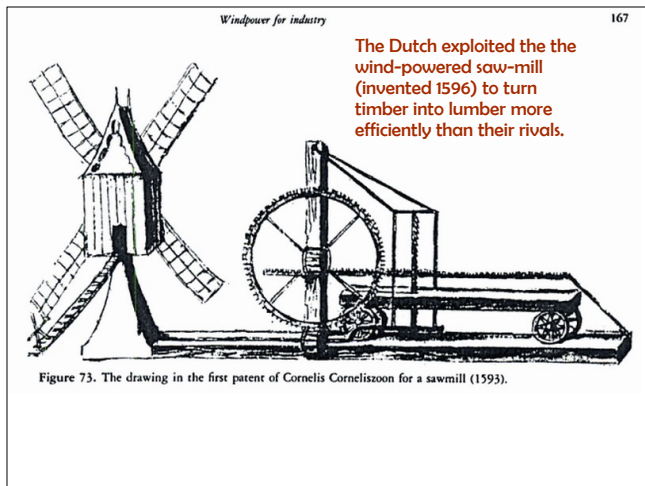
Dutch religious tolerance attracted skilled workers, many of whom came to work in the *new draperies* - light cloths that increasingly replaced expensive high-quality woolen cloth.



The dikes were earthen walls, sometimes reinforced with wood, and covered with grass. The "polder mills" were used to pump surplus water from low lying fields. Maintenance of these extensive systems required community effort and helped the Dutch become the best hydraulic engineers of the day.



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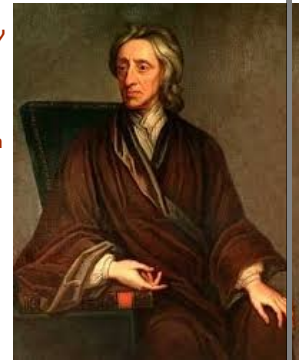


The Dutch fluyts could carry more freight with less crew, and so their rates were two-thirds or half those of England (the closest rival). Only in the long-haul trade to the East Indies and the New World (where the large, unarmed fluyt could not be used) could the English carriers compete.

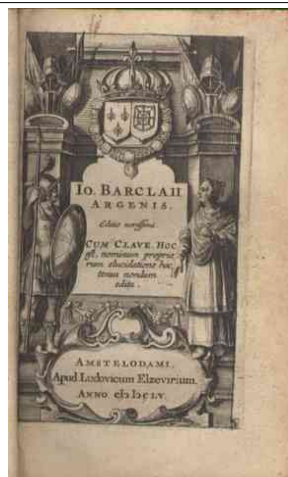
The Agricultural Revolution would begin in the Netherlands as the dense population led to a need for more efficient farming methods of food production.



John Locke (whose political theories greatly influenced the makers of the American Revolution) took refuge in Holland when persecuted by James II and published his Letter on Toleration there (1689). The combination of high salaries and toleration enabled Dutch universities (especially Leiden) to attract the cream of European intellectuals.



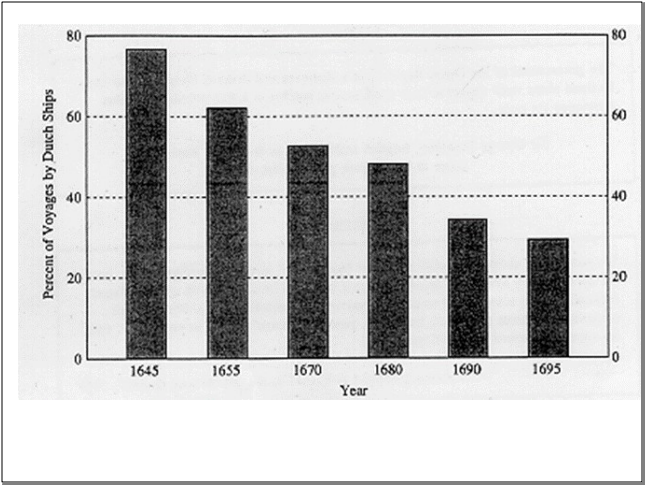
The Netherlands was the center of European publishing. Vast numbers of new reports and pamphlets were printed for the domestic market. Amsterdam had 273 separate publishers in the late seventeenth century.



A system of civic poor relief and charitable institutions was the envy of Europe. The old, the insane, the sick, disabled, and orphans were all supported and put to useful work wherever possible.



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Document 3

ESTIMATED LOSSES TO MERCHANT SHIPPING
IN THE THREE ANGLO-DUTCH WARS, 1652-1674

Dutch Ships Seized by the English	2,000-2,700
English Ships Seized by the Dutch	500

Doc 4 - Sir George Downing, English ambassador to the Dutch Republic, letter to the English government, 1664

The government of the Dutch Republic is a shattered and divided thing; the province Holland alone must expect to bear the financial burden in a war because the other provinces are poor.

Doc. 8
Konrad Van Beuningen, Dutch ambassador to England, letter to the government of the Dutch Republic, 1672

England's interest consists in continuing or encouraging war between the Dutch Republic and France. Either these Dutch lands will become permanently a theater of war or they will be overwhelmed or flooded, in either case ruining our commerce.

Document 9

The Dutch Republic, government report, 1674

Differences arose with regard to the election of a military commander to lead the troops. Toward the end of 1671, the mutual distrust among the Dutch provinces hindered deliberations on how to oppose the violent attacks of Louis XIV.

Security	Unity	Prosperity

1996 DBQ - Dutch Republic

AP European History

Homework: Review Ch. 15

Test on Wednesday

Day 12

AP European History

Entrance task: In what ways did baroque art & architecture reflect the Age of Absolutism

Today: Baroque art & architecture

Homework: Review Ch. 15

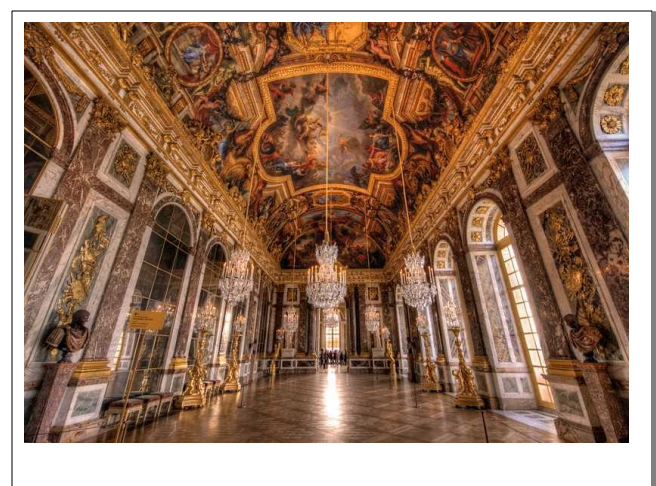
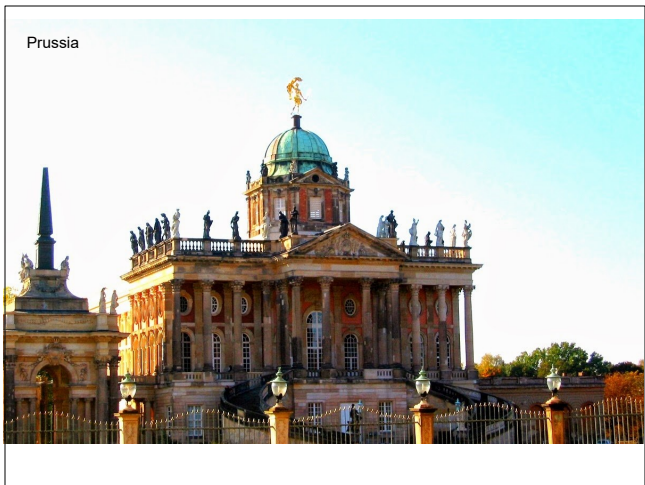
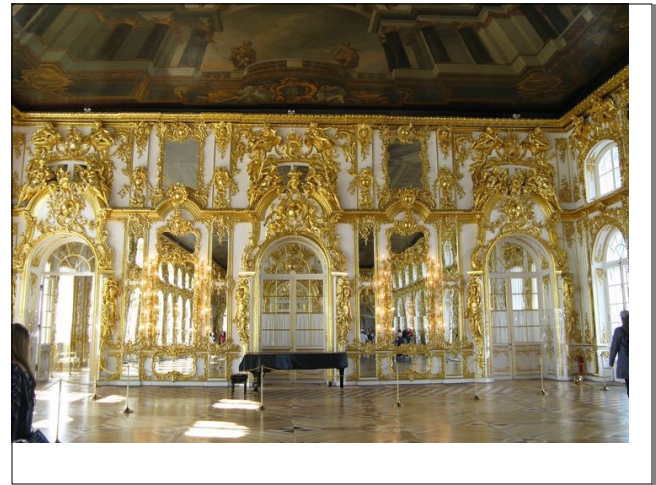
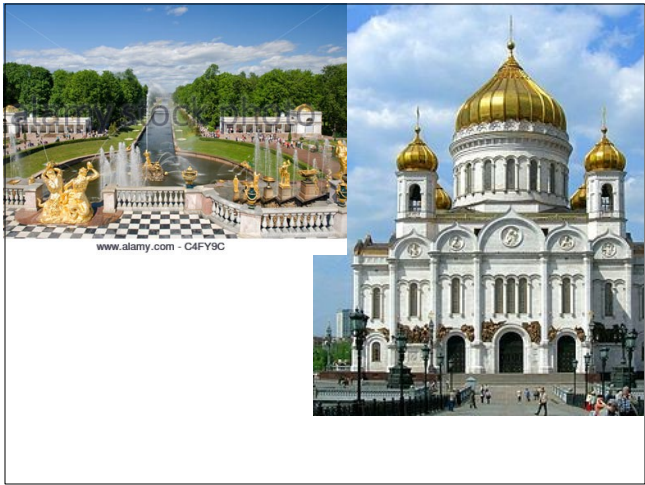
Test tomorrow

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Description	Why it came about	Examples of how it was used
<i>Emotional, exuberant art that aimed to appeal to the senses and touch the souls and rekindle the faith of churchgoers while proclaiming the power and confidence of the reformed Catholic Church.</i>	<i>Rome and the revitalized Catholic Church spurred the development as a way to glorify God, inspired churchgoers,</i>	<i>Interior of churches – lavish, wildly active decorations, religious emotionalism Paintings – glorified monarchs Music – created tension, emotion, etc. (Bach) Royal palaces</i>



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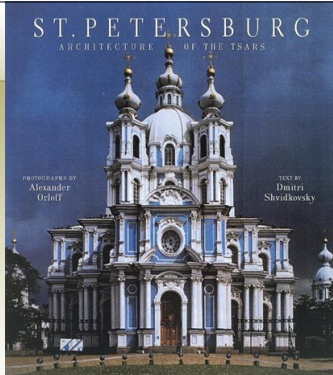


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Versailles – Hall of Mirrors



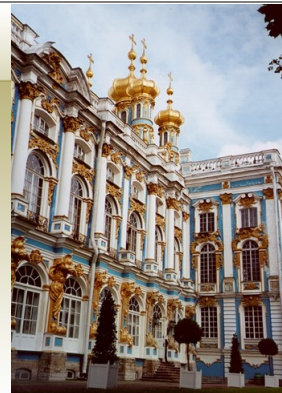
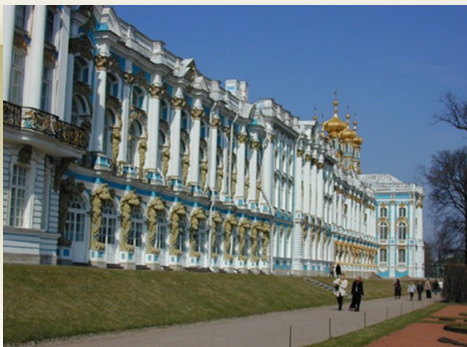
St. Petersburg,
one of the largest and
most influential cities
in 18th century Europe



The Winter Palace at St.
Petersburg



Catherine The Great's Palace in Pushkin (1756)



AP European History

Entrance task: In what ways did baroque art & architecture reflect the Age of Absolutism

Today: Baroque art & architecture

Homework: Review Ch. 15

Test tomorrow